



保良局姚連生中學
Po Leung Kuk Yao Ling Sun College

Shek Wai Kok Estate Tsuen Wan
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School Mission

Aligned with the education policy of Po Leung Kuk, we strive for students' excellence in the areas of intellectual, moral, physical, social and aesthetic development. We endeavor to promote the growth of whole person development so as to enable students to become responsible citizens and make a positive contribution to the community. An array of learning opportunities is provided to help students develop their learning skills and potential.

School Information

Supervisor / Chairman of School Management Committee	Ms Lai Wai Lin		
Principal (with Qualifications / Experiences)	Mr. Wan Ka Fai (B.A., PGDE, M.A., M.Ed.)		
School Type	Aided	Student Gende	Co-ed
School Motto	Love, Respect, Diligence, Honesty		
Name of Sponsoring Body	Po Leung Kuk		
Area Occupied by the School	About 6950 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		59
Total Number of Teachers in the School		59
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		88%
Bachelor Degree		100%
Master / Doctorate Degree or above		33%
Special Education Training		32%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
38%	4%	58%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Mathematics*, Chinese History, History*, Computer Literacy*, Geography*, Visual Arts*, Music*,Physical Education*, Home Economics*, Design & Technology*, Whole Person Education; ,Citizenship, Economics and Society (S.1)*, Life & Society (S.2-S.3)*, Science (S.1-S.2)*, Reading (S.1-S.2)*; S.3: Science (Physics*, Chemistry*, Biology*)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Computer Literacy (S.1-S.2); Reading (S.1-S.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Compulsory Part and Extended Part: Module 1), Citizenship and Social Development, Chinese History, Economics, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Biology, Chemistry, Physics, Visual Arts, Physical Education, Whole Person Education; Language Across the Curriculum, Careers & Life Planning Education, Other Learning Experiences (S.4)
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Language Across the Curriculum & Careers & Life Planning Education

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Mathematics*, Chinese History, History*, Computer Literacy*, Geography*, Visual Arts*, Music*,Physical Education*, Home Economics*, Design & Technology*, Whole Person Education; ,Citizenship, Economics and Society (S.1-S.2)*,Life & Society (S.3)*, Science (S.1-S.2)*, Reading (S.1-S.2)*; S.3: Science (Physics*, Chemistry*, Biology*)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Computer Literacy (S.1-S.2); Reading (S.1-S.2)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Compulsory Part and Extended Part: Module 1), Citizenship and Social Development, Chinese History, Economics, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Biology, Chemistry, Physics, Visual Arts, Physical Education, Whole Person Education; Language Across the Curriculum, Careers & Life Planning Education, Other Learning Experiences (S.4)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Language Across the Curriculum & Careers Education

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	\$100 (S.1-S.6)					
Other Charges / Fees	-					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). 1. Rank order provided by the EDB and academic results in primary school: 40%; 2. Conduct and remarks: 15%; 3. Activities & awards: 15%; 4. Interview performance: 30% Interviews will be conducted individually in Chinese and English focusing on communication skills, manner and basic competence.
Orientation Activities and Healthy Life
The first year of secondary school is highly important for both S.1 students and their parents. There is a series of orientation activities starting from July to prepare students and parents for challenges in the new academic year. The orientation activities include the following: S.1 Parents’ Day, Class spirit nurturing activities, and Positive Education: Character Strengths. We are concerned about the growth and development of each student. Workshops and talks on healthy life style, sex education and mental health education are provided regularly to foster the understanding of students. We have joined the Healthy School Programme, students can have more opportunities to participate in various activities that are beneficial to their physical and mental health.

School Characteristics
School Management
School's Major Concerns: 1.Uplifting students’ language abilities and competencies and strengthening students’ learning efficacy for maximizing opportunities of exploring students’ potential capabilities of learning in different disciplines in academics to achieve a sense of accomplishment. 2.Implanting Value Education among students for upholding and developing positive values and attitudes in life, building up a healthy lifestyle with a clear vision of their future life development and enhancing their sense of blessing and fortune.
School Management Organisation: The operation of our school is supervised and monitored by the Administrative Committee, which consists of the principal, vice-principals and chair-persons of major committees. The committee is responsible for the planning and decision-making of academic development, pastoral care, students’ activities and resources management. The School Improvement Team sets a clear focus on the betterment of school self-evaluation and future development.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee (IMC) was established on 1st September, 2012. It is comprised of representatives from the sponsoring body (Po Leung Kuk), the principal, teachers, parents and alumni representatives and independent professionals. Through the participations of different stakeholders in school management, it is hoped to establish effective channels of communication among different parties and to facilitate the smooth running of the school.
School Green Policy: The concepts of energy-saving and sustainable development have been promoted in school. A team of environmental protection ambassadors is formed to promote the concept of sustainable development by organizing activities, such as waste recycling scheme. Furthermore, the “Harvest Garden” in the school campus has been established. Students have been gaining knowledge and experiences on organic farming, tree preservation, ecosystem and sustainable development. In recent years, we have been actively promoting sustainable development in the community too. Our school, students and the public join hands to make our future greener.
Learning and Teaching Plan
Whole-school Language Policy: Our school shares the common notion of valuing the importance of developing and raising students’ capabilities and levels of proficiency in both English and Chinese languages in an integrated approach. The creation of an English rich environment through a diverse variety of language learning activities both inside and outside the classroom contexts is a must. In addition, our school provides different learning platforms for our students to explore their potentials and showcase their individual talents in using the language authentically. For example, the English Ambassadors organize and coordinate student-oriented activities for arousing their peers' willingness in using English. At the school level, we adopt a fine-tune policy on English learning in junior forms. In relation to it, English is used as the medium of instruction in some subjects in order to cater for learning needs. To reinforce the notion of expanding students' vocabulary capacities, the collaboration of other subjects is absolutely necessary. All subject heads of other subjects work hand in hand strenuously to introduce English vocabulary and reading texts to increase students’ exposure to English and consolidate their foundation of using English on a knowledge-based basis. Not only can the adoption of English learning holistically facilitate our students to learn the language more effectively and interestingly, but also their self-confidence in using it. Besides, we employ various measures to develop and enhance students’ language proficiency levels in Chinese and Putonghua for enabling them to equip themselves with a higher level of language proficiency for further studies and career development.
Learning and Teaching Strategies: To cater for learner’ s diversity, our school has adopted different strategies. Small-class teaching is adopted for enhancing students’ engagement and learning effectiveness. Remedial and gifted enrichment classes are organized for mixed abilities. Besides, cross subject collaboration facilitates the integration of learning elements, such as Language across Curriculums, cross curricular reading for developing students’ integrated knowledge and skills. Cross-subject learning activities are organized to enhance learning efficacy. Different strategies adopted to address students diversified learning needs, such as varying questions, flexible grouping and different assignments requirements. STEAM education and e-Learning are always on the top priorities.
School-based Curriculum: 1. Electives: 3X. A total of 10 subjects are offered. 2. Curriculum highlights: A broad and balanced curriculum is introduced in junior forms, with the aim of preparing students for the future challenges. Whole Person Education, a school-based curriculum, is introduced in all forms. The objectives include broadening students' horizons, nurturing positive, moral and civic values. Last but not least, "mindfulness" curriculum is also introduced to develop positive values among students.
Major Renewed Emphases in the School Curriculum: Our school adopts the whole school approach to promote value education. Departments and committees have integrated the elements of Value Education into their own subject curriculum and activities to develop students' sense of citizenship, national identity and global consciousness. To further promote reading atmosphere, morning reading lesson and class reading corner are set up this year. Through the learning activities in S1 and S2 reading lessons, the effectiveness of the school-based reading scheme would be further enhanced. Furthermore, with the addition of the Language across the Curriculum in senior forms, students could eventually integrate knowledge from different disciplines and construct their humanistic qualities. Gifted Education Committee is formed to implement the pull-out gifted curriculum and elite enrichment program to facilitate the development of students’ potential of multiple intelligences. STEM Room is launched to enhance the “STEAM for ALL” education. Through the cross-disciplinary collaboration, students could integrate and apply the knowledge and skills to solve authentic problems. Moreover, the elements of AI and IoT have been added to the junior computer curriculum in order to cultivate students’ 21st century skills.
Life Planning Education: Based on students’ needs, our whole school approach to life planning education focuses on many life planning activities to help students understand themselves and career prospects. It is expected that they would set up goals for their future. We also provide student counselling services to help them realize their full potential accordingly. In order to enhance our life planning education, we fully utilize the subsidies from the support of Po Leung Kuk and the assistance from other organizations. Our students are able to get the latest information under the guidance of our professional teachers.
Student Support
Whole School Approach to Catering for Learner Diversity: Our school strives to build up integration and embracing learning environment. We cater for the learning diversity among students by providing enrichment and remedial classes for students of different learning pace. Worksheets of different levels of difficulties are designed in subjects and small-class teaching is adopted in core subjects. Besides, different strategies are adopted in classrooms to address students varied abilities and needs, such as varying questions, flexible grouping and special assessment and examination accommodations are arranged according to students’ diverse needs. Furthermore, self-accessing learning (SAL) classes for the core subjects in senior forms are organized to help enhancing students’ learning and uplifting their academic efficiency.
Whole School Approach to Integrated Education: The Inclusive Education Committee (IEC) is composed of our vice principals, heads of different functional groups, social workers, Special Educational Needs coordinator, Special Educational Needs Support teachers, educational psychologist and speech therapist to cater for the students with special educational needs. Our school puts emphasis on the overall learning abilities of our students. To cater for the learner diversity, group-based strategies are used. The scheme of ‘Read and Write’ is integrated in our Junior Form Chinese Language curriculum. Meanwhile, after-school extra Chinese and English classes are provided for students with SEN. Our school also makes use of the Learning Support Grant to purchase services and programmes from NGOs like Clinical Psychological Services, Speech Therapy, Problem-solving Class, Social Class, Art Counselling and Integrated Programmes.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: There are three semesters in an academic year. Summative assessment is arranged at the end of each semester to get informed of the learning progress of the students while continuous assessment is conducted in the forms of homework, classwork, projects and presentations throughout each semester.

Home-School Co-operation and School Ethos
Home-School Co-operation: Home-school cooperation is strengthened by our efficient and devoted Parent-Teacher Association which was established in 1998. A great variety of activities have been jointly organised by the school regularly, notably including parenting talks, DIY workshops, mindfulness workshops, etc.
School Ethos: The school aspires to create an ideal learning environment for students. Dual emphasis on positive education has enabled students to study in a caring and supportive environment which facilitates their personal growth. "Form One Positive Education Program", " Grateful Culture Week" , life education activities and other precautionary programmes are organized to facilitate the personal development of students. Moreover, the latest information on careers and studies are provided for students to have better life planning.
Future Development
School Development Plan: Uplifting our language abilities and competencies and strengthening learning efficacy for maximizing opportunities of exploring potential capabilities of learning in different disciplines in academics to achieve a sense of accomplishment. Upholding and developing positive values and attitudes in life, building up a healthy lifestyle with a clear vision of our future life development and enhancing our sense of blessing and fortune.
Teacher Professional Training and Development: The Professional Development Committee is devoted to uplifting the professionalism of our staff. Teachers are encouraged to attend seminars, workshops and training courses which align with their needs at different stages of professional growth. Training sessions and updated information are offered and provided, with reference to the Professional Ladder for Teachers, "T-standard+" and our major themes for school development plan "Proactive in learning, Explore individual potential, Positive values and Healthy Lifestyles", for teacher professional development.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Student Union School Houses 1. Modesty 2. Diligence 3. Honesty 4. Faith Academic Societies 1. Chinese 2. English 3. Mathematics 4. Science Uniform and Social Service Groups 1. Scout 2. Girl Guides 3. JPC 4. CYC 5. AYP 6. Social Service Team Arts and Culture 4. Musical Instrument Classes 1. Art Club 3. Dance Club 2. Drama Club 5. Orchestra 6. Chorus 7. Percussion Sports Activities 1. Athletics 2. Swimming 3. Basketball 4. Volleyball 5. Table Tennis 6. Badminton 7. Soccer 8. Handball 9. Cross Country Running 10. Indoor Rowing 11. Dragon Boat 12. Tchoukball Interest Groups 1. Christian Fellowship 2. Bridge & Chess 3. Photography Club 4. Home Economics Club 5. Social Science Club 6. Chinese History Club 7. Sustainable Development Club 8. STEAM 9. Hiking
School Facilities
Number of Classroom(s): 28
School Facilities: Harvest Garden, See Chai Activity Room, Immersive CAVE and VR Peripherals, Campus TV Studio, 2 Computer Rooms, STEAM Room, English Corner, Library, Innovation Chamber, Function Room, Hall, 4 Standard Laboratories, Volleyball Court, Handball Court and Basketball Court. Fibre-optic cable, computers, projectors and visualizers are equipped in all classrooms.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
In recognition of students’ outstanding academic results, remarkable ECA, service performance and exemplary conduct, we present a wide range of internal and external prizes every year. External awards include 4.23 World Book Day Creative Competition, Sir Edward Youde Memorial Prizes, Tsuen Wan Rural Committee Scholarships and Youth Arch Foundation Improvement Awards. We also have a number of Po Leung Kuk Scholarships, not to mention various internal awards for the outstanding students in highly-valued aspects. Our students have won numerous academic, arts and sports awards. For details, please visit our school website: http://www.plkylsc.edu.hk/
Direct Public Transportation to School
Bus: 32M, 43X, 32B, 32; MTR: Tsuen Wan Station and Tai Wo Hau Station; Mini Bus: 81, 81M, 82, 82M, 94, 312.